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ABSTRACT

In order to help support basic library services and to reach out to the larger community with expanded library services, the Howland Library Trustee Board asked Warner-Eddison Associates, as consultants, to make recommendations regarding a program of volunteer participation in the library's operations. Their study resulted in suggestions that volunteers should be recruited from all segments of the population, especially the expanding Spanish-speaking group, and that a coordinator of volunteers should be appointed to oversee the program and to work with the chairpersons of the eight special volunteer groups: the bookstore volunteers, the high school group, the processing team volunteers, the public relations group, the reference aides, the Spanish-speaking volunteers, the special projects team, and the support staff aides. More detailed procedures are outlined for organizational aspects of the program and for recruiting, interviewing, and rewarding volunteers. The proposed functions of the coordinator of volunteers and of each of the eight volunteer groups are outlined. (SL)

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Date: 29 March 1974

To: Karl Nyren, Chairman
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Beacon, New York 12508

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Subject: Volunteer participation in the functioning of the Howland Circulating Library, Beacon, New York

Statement of Problem:

In order to 1) help support basic library services and to 2) reach out to the larger community with expanded library services, the Howland Library Trustee Board has asked Warner-Eddison Associates, as consultants, to make recommendations regarding a program of volunteer participation.

Beacon has been described to the consultants essentially in these terms: population numerically stable, but with a radically changing base; land use basically proscribed; school district/town line discrepancy; sincere question regarding division of available Federal, County and local funds; bi-lingual and racial challenges; urban renewal and environmental concerns; political in- and out-groups; a small New York City commuter

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population; at least two nearby large-scale employers; strong parochial schools now facing problems of the 1970's. Beacon, a small city, is a microcosm of a large city.

These problems, then, are reflected in the Howland Library. The Library is described as having a long and noble history and an even nobler building (complete with myths of attic witches). On the plus side, the Library has many attributes, among them: active support of the Mid-Hudson Library System; an enthusiastic Trustee Board; an energetic, effective Library Director; an assistant librarian fluent in Spanish; square footage for expansion; and a group of citizens offering to volunteer even before a program is ready for them. On the minus side, the Library suffers serious money (and hence staff) shortages; the time and duties of the Director and her assistant are fragmented; the tasks of moving, cleaning, organizing, updating, seem overwhelming. There is popular concern with the number of hours the Library is open; there is proper professional concern regarding quality of service vs. quantity of hours.

There exists initial enthusiasm and momentum for a Library volunteer program, but varying opinions as to its ultimate goal. There seems to be no question that volunteers are needed for unstopping the bottleneck of clerical tasks long in arrears and for moving to the new building. There is agreement that volunteers are and always will be needed for outreach programs. Volunteers are needed for staff support now (circulation, cataloging, etc.); whether these functions should ulti-

mately be carried out by short-shift volunteer people is under debate.

This, then, is the background as presented. The problem given to Warner-Eddison is: How best to organize the volunteers.

SUMMARY OF RECOMMENDATIONS

I. General Conclusions

- That there continue to be an active volunteer program in the Howland Circulating Library.
- That the primary purpose of any volunteer effort is to get a job done that needs doing. Often what needs doing is clearly identified. Sometimes, however, the job is opening doors, demonstrating possibilities. As programs develop, some are proven sufficiently crucial to merit a paid person's full time and professional attention. In such cases the volunteers move over, move on, reach out in still other directions. Other programs falter, prove overly-ambitious or too tedious for voluntary part-time workers. In such cases there is reevaluation and retrenchment. Therefore, we recommend--
- That in Beacon the Library volunteer program itself and its goals be formally reevaluated every year, as certain problems and conditions are relieved and others appear.
- That, since library use, including the privilege of volun-

teering, will be open to all (not merely "members of the Howland Library"), the Board and the City of Beacon work together to make the Library a truly public institution in form as well as in function, that the Trustee terms of office be staggered, and that self-succession be limited.

- That the impending move to the Fishman Building, with its attendant enthusiasm and publicity, is an ideal time to present a new volunteer organization and structure to the public.

II. The Volunteers Themselves

- That, since the Library serves a population larger than that which provides support by tax levy, it be made clear that the opportunity to volunteer at Howland is open to any person, whether or not that person lives within the city limits of Beacon.
- That effort be made to attract volunteers from all ethnic and economic sectors of Beacon as volunteers a) serve as crucial positive images for their families and neighbors and friends and b) demonstrate that the Library truly is ready to serve all.
- That, since a growing percentage of the Beacon population base is Spanish-speaking, special exertion be made to demonstrate to this group the importance of their being part of the volunteer program.
- That every person connected with the Library, whether volunteer or paid, have made for him an identification badge

to be used whenever he is working in or for the Library.

III. Volunteer Program Administration

- That the chain of command of the Library itself be firmly and openly established. We understand the Board of Trustees is responsible to the City of Beacon for establishing and maintaining a library in Beacon. This Board hires the Library Director; as well, it gives policy direction to the Director, and has the power to fire the Director. The Director, reporting to the Board of Trustees, has responsibility for the day-to-day functioning of the Library and holds direct responsibility for any programs coming under the Library's aegis -- including a volunteer program.
- That as soon as possible there be appointed an all-over coordinator of volunteers (probably initially a volunteer) who will report to the Director of the Library.
- That the volunteer program have a visible structure imposed upon it in order: to control growth, facilitate identification of tasks and those who perform them; to facilitate scheduling, training, supervision, evaluation; to encourage outreach to every part of and group in Beacon; and to promote general administrative and practical efficiency.
- That a volunteer program might be structured as follows:

  Coordinator of volunteers (to assume overall administrative responsibility for total volunteer program; volunteer groups [see below] will each have own chairman reporting

to the Coordinator of volunteers).

Bookstore volunteers (to earn money and to fill an unfilled need; recommendation that establishment of bookstore at Library be given serious consideration).

High School volunteers (to give special encouragement to and to receive special kinds of help from young adults in Beacon).

Processing team volunteers (cataloging, book processing, mending, and other clerical tasks to be performed once a week on assembly-line basis).

Public Relations Group (to coordinate all Library public announcements and events; also to create ever-changing storefront window displays).

Reference aide volunteers (to provide late afternoon and early evening homework help for students).

Spanish-speaking volunteers (to give special help and encouragement to the non-English-speaking).

Special projects volunteers (to perform all manner of tasks, some on a regular basis and others one-shot in nature, some solitary and others in a group, some maintenance-oriented but most outreach-oriented).

Support staff volunteers (to help man the circulation desk, reshelve books, answer questions, etc. Support staff volunteers work with patrons, while processing team volunteers work behind the scenes, preparing materials).

- That as soon as possible the legal representative to the Board of Trustees a) verify that the Library is carrying liability insurance and other coverage appropriate to the growth of a (possibly mobile) volunteer program, and that he b) check with local health authorities for possible regulations regarding chest x-rays, etc., which might be required for public library staff people, paid or unpaid.

PREFACE

The detailed organizational recommendations which follow may appear difficult and impracticable at first reading. We suggest that they be studied carefully, and that they be put into effect gradually, keeping in mind that this report is in the nature of a Master Plan.

The truth in the "Rome wasn't built in a day" platitude applies here: Beacon cannot snap its fingers and have a fine, fully-manned and perfectly chain-of-commanded Library volunteer program overnight. We do believe, however, that Beacon can benefit by beginning to structure its volunteer program around and along the lines we have drawn. We know that details will have to be worked out along the way. We know that no architectural drawing is ever followed exactly. But we do hope these recommendations will make Beacon's path easier.

There will be problems. Many can be avoided by thoughtful planning and skillful management. Some will seem insoluble. The final success and strength of any volunteer program, however, is based on a spark--a spark of basic, deep-down belief held by staff, volunteers and patrons alike--in the inherent value of voluntary action.

STRUCTURE OF VOLUNTEER PROGRAM

Any volunteer program is only as good as its organization and leadership. In order to have a volunteer program which will really support the Library Director at the Howland Circulating Library in an expansion of the Library's services and hours, there must be planning and organization. The following points should be kept in mind:

I. Coordinator of Volunteers

A. The volunteer program should be under the overall direction of a Coordinator of Volunteers.

1. Although this is referred to above in the singular, the job could be shared by two people who could be the Co-Coordinators of Volunteers and who would divide the job between them.

2. The Coordinator should not have a particular job in the Library (i.e., Reference Aide, Support Staff volunteer, etc.)

B. The Library Director and the Coordinator of Volunteers must each be careful not to impinge on the duties of the other.

1. The Coordinator reports to the Library Director.

2. The Coordinator is in charge of the volunteer program and the Library Director is in charge of all Library activities including the volunteer program.

3. However, the Library Director should not have to be involved in the details of the administration of the

volunteer program; equally, the Library Director must avoid becoming so involved.

4. Similarly, the Coordinator must be acutely aware that the role of being the Coordinator is not that of being Library Director. At no time should the Coordinator make decisions concerning the operation of the Library. All of these must be referred to the Library Director.

C. The Coordinator of Volunteers:

1. works with the Library Director in defining the initial and continuing needs for volunteers;
2. provides major assistance in the selection of the Chairmen (Chairpersons?) of the various sup-groups (Support Staff, Processing Team, etc.);
3. keeps the Library Director informed on a current basis of all aspects of the volunteer program;
4. works out with the Library Director and the Chairmen of the sub-groups the appropriate policies for: absences, job evaluations, training, etc.;
5. keeps in close touch with the Public Relations Group;
6. participates strongly in the recruitment process;
7. provides overall supervision, leadership, and, if the Howland Circulating Library is lucky, inspiration.

II. General Organizational Points

A. Each sub-group, no matter how small, must have a chairman.

B. A Volunteer Day Book should be placed in an easily available location in the Library, perhaps at the Circulation Desk.. Every volunteer should note in the Day Book each

time his time of arrival and departure and the general activity engaged in during that day.

C. Every volunteer should complete an application form. (See section on Recruiting Volunteers.)

D. Every volunteer without prior experience must receive training appropriate to the job to be done, and all volunteers should have the goals and activities of the Library explained to them. This last could be accomplished at the beginning of each library year for the whole group of volunteers, with appropriate statements from the Board of Trustees, the Library Director, the Coordinator of Volunteers, etc. Perhaps the Mayor could participate, too.

E. Every volunteer should be told to whom to report. No volunteer should be put "out in the wilderness" alone or allowed to feel abandoned.

F. A complete file of all volunteers' names and telephone numbers, job assignments, etc. must be maintained at all times. The Coordinator could recruit a circumspect and responsible person to be the Record Keeper. Job evaluations should be put in to this record so that any requests for references at a later date could be handled without difficulty.

G. The Coordinator and the Library Director should establish a system to be used when a mistake has been made in matching a volunteer to a job so that the error can be remedied quickly and smoothly, thereby avoiding a crisis situation. Such errors will occur from time to time; it is best to

have a plan developed for coping with such situations before the problems come up. Occasionally the volunteer can be re-assigned to a different job; sometimes the volunteer will have to be made aware that there is no job in the Library at that particular moment suitable for his particular talents.

H. As has been mentioned before, all volunteers (and professional staff) wear identification badges. (See, for instance, p. 140 of the current Goldsmith Brothers Office Products Catalog, Box 833, New York, N.Y. 10038. 100 3"x2" transparent plastic name badges cost $10.50.)

RECRUITING VOLUNTEERS

Ideally, volunteers should be recruited in much the same manner that new employees are sought by business firms. In other words, specific jobs need to be filled by people who have the necessary skills, background or aptitude. This approach, seeking workers (volunteers) for particular jobs, is usually far more effective than a general call for help. The end result, if recruitment is successful, is a satisfied employee (volunteer) and a satisfied employer (library) plus a job well done.

Perhaps the best way to find highly motivated volunteers is to post a notice in the Library itself because library users are often the most interested snd frequently highly skilled. In addition, churches and community organizations plus the school system can be approached with a request to announce the Library's need for volunteers. These announcements should go to the same kinds of organizations in the whole area which the Library serves, not just to the Beacon community. A well-worded job description, albeit brief, should accompany the announcement so that, for example, only people with relevant skills answer the call for an artist.

The one time that a general call for help is valid is when a large operation is about to take place, such as moving from one building to another or when the Library has a book sale -- some sort of a project which requires a quantity of people working under direction.

When a volunteer responds to a specific job announce-

ment, an interview must be arranged with the Coordinator of Volunteers. The application form, which must be completed by each volunteer, can either be filled out in the course of the interview or prior to it.

During the interview the Coordinator should explore with the potential volunteer exactly what the volunteer enjoys doing, and how the volunteer thinks his or her skills apply to the job available, as well as describing in some detail exactly what the job under discussion entails, and what would be expected of the volunteer. Often it makes sense to describe every dull detail so that the casually-interested volunteer knows from the beginning that this is not a job which appeals while the dedicated volunteer is pleasantly surprised when actually working to find that the job isn't as bad as it had sounded initially.

The interview is also a good time to give the prospective volunteer the Library's Basic Fact Sheet (description follows) and to discuss the items included upon it. The Basic Fact Sheet should contain library policies on subjects such as: attendance; signing in and out; general library hours of service and general rules; general library policies regarding smoking, eating, dress, visitors, etc.; what to do in case of unavoidable absence (whom to call, provision of substitutes); names of Library Director and Library Board of Trustees as well as names and telephone numbers of Coordinator of Volunteers and immediate supervisor, etc. In other words, this Basic Fact Sheet should give all general "house rules" and material about working conditions (where the fire alarm is, etc.) which any employee

would be expected to know. The reason to discuss these matters with each applicant before he becomes a volunteer is to give each person the chance to decide if the conditions of work are ones which would be satisfactory. It should be made clear to each applicant that volunteers have no special privileges in the Library (and neither do the professional staff) in terms of book reservations or elimination of fines or whatever.

When the Coordinator decides that a volunteer and a job are matched, the Library Director is informed, an identification badge is prepared, the volunteer is introduced and told who is in charge of that section of the Library's work, etc. The same systems which would be followed with a new paid employee should be followed with a new volunteer.

In summary, the recruitment system would follow these steps:

A. Decide on job for which volunteer is needed;

B. Distribute widely the notice about this job;

C. Every applicant:

   1. to be interviewed by Coordinator;

   2. to complete application form;

   3. to be given Basic Fact Sheet.

D. Library Director meets applicants.

E. Volunteer is issued ID Badge, introduced, etc.

REWARDING VOLUNTEERS

The greatest reward any worker, volunteer or paid, can receive is satisfaction in doing the work itself.

A dissatisfied paid worker will either grumble or resign, possibly both. A dissatisfied volunteer must know to whom his dissatisfaction can be expressed and how adjustments can be made. Otherwise the volunteer will drop out and possibly start a chain reaction of unhappiness among other volunteers. Therefore,

1. volunteer work must be real and must be necessary; and,
2. the volunteer program must be well-structured and well-run.

Rewards for volunteers, above and beyond job satisfaction, will vary with the type of individual involved. To most of us, the most precious possession a person has is his own name. Identification badges have already been strongly recommended. To read one's own name -- in the newspaper, on the bulletin board, in a newsletter -- carries strong reward features. (And to read one's name in a Spanish paragraph will mean an infinite amount to Spanish-speaking volunteers.) Therefore, continuing publicity about the volunteer program is an urgent need.

Occasionally an "award" for a volunteer can be connected with his or her school or job.

Volunteering-for-credit is not unknown, but it takes imagination and cooperation to create the programs. At the University of Massachusetts in Boston, for instance, persons

may take one three-credit course called "Books and the City Child" and another called "The Library and the City Child" with tuition fees paid; their own payment is a certain number of volunteer hours in their own Boston neighborhood school libraries. Virtually all their assigned homework is in inexpensive paperbacks or in books in their own school libraries.

Volunteering for the very experience of doing something new is strongly recommended by many schools and colleges (one pioneer being Bennington College). Full-time volunteering for an oddly-timed vacation or term off is a strong alternative, especially for students for whom inexpensive living arrangements can be made (the Brattleboro Retreat, a Vermont mental hospital, has housed many full-time volunteers in its nurses' dormitory). As is mentioned elsewhere, a supervisor of an effective volunteer is in a strong position to write a personal recommendation for school or college or job. (Here the Volunteer Day Book will be a helpful reminder in composing such letters.)

A reception, or picnic, or party (possibly annual) honoring volunteers is always appropriate. (We do not, however, recommend awards for the greatest number of hours worked as this tends to breed competition.)

As is mentioned elsewhere, a special summer high school program could have its own final awards picnic.

The primary award remains, however, the satisfaction felt by the volunteer in doing the job itself.

BOOKSTORE

We suggest that, in conjunction with the volunteer program, the possibility of establishing a bookstore in the Library be seriously considered. The purposes of having a bookstore would be:

1. to help raise money for the Howland Library;
2. to provide a service not currently available in Beacon (the nearest bookshop being in Poughkeepsie);
3. to support those residents seeking texts for home study courses;
4. and to provide, as an additional public service, Spanish-language materials supplementary to those in the Library's collection, and difficult to find for purchase elsewhere.

We urge that appropriate legal and professional accounting investigation be made regarding liability, insurance of stock, credit, capital funds, etc. before embarking on a bookstore project.

HIGH SCHOOL VOLUNTEERS

In general (and there is always the exception), junior and senior high school students get more satisfaction out of joint activity than out of individual, lone effort. Sole volunteering can be challenging and fulfilling; it takes real maturity, however, to adhere to a regular schedule and to face the tedium of repetitious tasks without peer support and reinforcing supervision.

Certainly there will be individuals (or pairs of individuals) of all ages functioning effectively on the the processing team, on the support staff, in special projects. Any formalized young people's program, however, is up against the old echo of "it's more trouble than it's worth". ("Here I spend all morning dreaming up jobs Cathy can do, and then half the time she doesn't show up after school; and then when she does show up, I have to hold her hand the whole time she's here." If Cathy's supervisor is frustrated, so must be Cathy!)

Therefore, we feel that many young people will identify most effectively and happily with the Howland Library as members of some unique group of their own, a group functioning under a special, specific leader who is responsible to the Coordinator of Volunteers.

One possibility would be a Scout group performing a special project, or a church youth group, or a special school class.

Another specific possibility could evolve around a

summer service program or cadre or corps sponsored by the Library. Such a group would need:

a) publicity - in the schools, newspapers, the Library itself.

b) leadership - probably initially a young adult volunteer; eventually this might be worked into a paid summer job for a college student.

c) a contest - for a catchy name.

d) finite times for meeting - TWT, 10-1, for six weeks, for instance.

e) a place to meet in the Library (community service area?).

f) planning between youth leader and Coordinator of Volunteers as to what tasks need doing.

g) their own leadership structure; young people should have some measure of choice as to what tasks they want to do, and be asked for ideas.

h) provision and place for a mid-morning snack.

i) some sort of final picnic or other (suitably publicized) punctuation point "award ceremony".

Group members would have the satisfactions of "belonging", and of doing obviously-needed tasks in company of their peers. Young people perform best when not patronized, when given tasks that are not just "busy work", when task performance gives immediate visible results and satisfaction.

We visualize the possibility, for instance, of a summer youth corps turning the children's section of the Library into an exciting, vital place for the younger brothers and sisters of Beacon: story-telling, reading aloud, playing games, giving

plays (or supervising smaller children's acting-out), scrounging family attics for the costume box, make ABC scrapbooks, sewing sit-upon pillows. The Pied Piper possibilities are endless. Activities need not take place in the Library, physically; the youth corps could bring enthusiasm and books and story-telling to playgrounds and corner lots and Day Care Centers. The elderly can join the young.

Other activities for a summer group can include reading to the housebound, maintaining the Fishtank, working as "pre-librarians" on a special processing team, outdoor landscaping and gardening, bulletin board work, decorating the Library. Many suggestions listed under "Special Projects" would be appropriate for a summer youth group's consideration.

It should also be pointed out that college aspirants need personal recommendations to accompany most application forms, and that an adult supervisor of an effective, enthusiastic young volunteer is in an ideal position to write such documents.

PROCESSING TEAM VOLUNTEERS

It is recommended that all book cataloging, processing, mending, filing and other repetitive, clerical "hand tasks" be done once a week, on an assembly-line basis, by a group of volunteers called the processing team.

These volunteers will work either in a secluded Library corner or, upon occasion, in the home of one of the volunteers. The Library staff should "save up" tasks for processing team day.

These volunteers will work to get library materials ready for the public: theirs is a "task-oriented" job, and they will not necessarily work directly with the Library patrons. They will, however, work closely with each other, and probably will quickly find themselves caught up in a team spirit hard to capture in any other aspect of the volunteer program. This volunteer group:

- frees the paid staff for administrative and professional tasks which only they can do;
- performs tedious, repetitive tasks in an efficient, friendly, workmanlike manner (nothing is less efficient or more frustrating than trying to hand-process one book while having to answer the telephone and man the circulation desk at the same time);
- standardizes processing methods;
- provides the opportunity to volunteer to those who cannot commit themselves to a regular support staff

schedule - some weeks the processing team will have three members, other weeks there will be twenty;

- helps the Library catch up on backlogged clerical problems - again, in a non-lonely fashion;
- gets the satisfaction of belonging to a (hopefully) varied group which is providing an obviously needed service;
- learns skills which may, with further training, eventually be marketable.

Processing team volunteers can:

- check invoices on new orders,
- sort prepared card packets for pre-processed or partially-processed books,
- paste pockets,
- prepare circulation cards,
- put appropriate classification numbers on book spines,
- stamp the Library's name on appropriate pages,
- affix bookplates,
- put on plastic dustjackets,
- mend damaged books,
- create colorful dustjackets for unappealing-looking books (wallpaper samples are superb here),
- file catalog cards on top of the rod,
- pull file cards for weeded or lost books (again, on top of the rod),
- perform other tasks as directed.

It is probable that at first the chairman of the processing team be the Library Director herself. It is hoped, however, that a volunteer could soon assume this chairmanship. This chairman's position, as compared to other leadership opportunities in the proposed volunteer structure, calls for a high level of professional library skill plus managerial talent to be a cheerful, effective "straw boss" of a production line.

Once the day's tasks are outlined (and they must be prepared in advance) the chairman must assign each volunteer to a "seat" or job on the production line. (It is infinitely more efficient to paste 50 pockets at once rather than to haul out the pastepot 50 times, according to Henry Ford). The volunteers soon sort themselves into "talent groups": there are those with nimble fingers who actually enjoy racing each other jacketing books; there are fumble-fingered individuals who would much rather write titles and copy numbers on circulation cards; there are frankly non-print-oriented people who are happiest stamping or pasting; and there are highly literate individuals who would be bored with any of the above tasks, but who can be used in decision-making or snag-trailing jobs in the catalog system.

The task of the chairman is not easy. She must be aware of the strengths and of the feelings of inadequacy of each group member without having to discuss these matters aloud. It will, for instance, quickly become apparent to the chairman that a certain highly-educated person simply cannot alphabetize;

that volunteer won't confess to this seeming inadequacy, but will be quietly grateful to be shifted to another task more suited to her skills. On the other end of the scale, a chairman may make wrong prejudgements about a 70-year-old volunteer who never went beyond 6th grade; this individual may be a "natural speller" and could become the best alphabetizer of the lot. It is simply impossible to predict who will be best at what, and great tact and skill must be exercised by the chairman.

Five additional items should be mentioned here:

1. Only <u>one</u> person should be in charge of deciding upon subject headings and of "final" filing or weeding of cards in the card catalog. If more than one person has the privilege, mayhem results. Currently, we understand this is the Director's province; probably, for the time being, it must so remain.
2. The sound of a typewriter clacking while the processing team works is distracting and rather ruins team spirit. Therefore, catalog cards must be prepared before the processing team meets <u>or</u> the processing team can hand-write a shelflist card if a Dewey classification number has been predetermined (also, copy number). Card typing can, then, follow later. Spine labels can be clearly hand-penned.
3. Any processing team is noisy; its members inevitably gossip and talk and laugh in quilting bee fashion, and this is good. Therefore their workspace should be separate from the main floor of the Library.

4. At-home processing has the advantage of including mothers-of-napping-children, etc. It has the disadvantage, usually, of not being ideally set up (dining room tables are rarely big enough for a large group to work on). Therefore we suggest that at-home groups work primarily on small, easy-to-carry tasks, such as processing a new shipment of paperback books.
5. The chairman must be sure to cast a professional "fishy eye" over every item that comes off the end of the production line.

For maximum effectiveness, the processing team will have special needs. Already mentioned is a fairly private room in which to work. The team members will also need the undivided attention of their chairman the whole time they are working, for morale reasons and for reasons of efficiency (it's much easier to catch mistakes before they are repeated again and again); this means that if the chairman is the current Library Director, she must be "protected" from interruption by her assistant and by the support staff volunteers.

The processing team will need a long sturdy table and comfortable straight chairs. (A coffeepot bubbling in the corner always helps, but no coffee cups on the work table allowed!) They will need:

scissors
squeeze bottles of paste (buy gallon jug for refills)
tissues
narrow-point, indelible black felt-tipped pens
innumberable pencils

spine labels
catalog cards, pockets, etc.
bookplates (if used)
stamp pads
stamper
at least two heavy tape dispensers
tape*
etc.

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* We find 3M #710 clear quarter-inch tape most useful, and better for all around use, than tapes advertised in the various library supply catalogs. It is available from wholesale stationers, and locally we buy it from The Horn Corporation, P.O. Box 190, Ayer, Mass. 01432. Cost = $1.75/roll, minimum number of rolls = 12, delivery time = 2-3 weeks by mail. Postage free if order totals over $35.00 Postage paid by customer if order is between $25.00 and $35.00. Orders less than $25.00 incur a $2.50 handling charge, plus postage.

Virtually all processing team members learn on the job, gradually progressing up the ladder of task complexity. As we have said above, on-the-spot, uninterrupted leadership is vital. Booklets or pamphlets of instructions are hard to write, soon lost, easily outdated. Therefore we suggest the possibility of visual aids: a piece of posterboard on which a process is clearly outlined; a "sample" book, properly processed; a blackboard on which instructions can be written.

As in every phase of work in and for the Library, processing team volunteers should wear their identification badges even if working in the intimacy of a member's home. It is uncomfortable for a newish volunteer to be in a group when everyone seems to know everyone else; it is frequently true, but less frequently confessed, that even "old" volunteers know all of each other's faces, but only some of each other's names.

PUBLIC RELATIONS GROUP

Although the public relations group does not have to have many members, it is a most important group. All of its work will affect the public image of the Library. The P.R. group should work closely with the Library Director, with the Coordinator of Volunteers, and with the Trustee Chairman, both in order to follow guidelines as to what image the Library wants to project and also to be sure to be aware of all different facets of the Library's programs.

A major function of this group is to coordinate all public announcements of the Library (including press releases, news articles, etc.) regardless of who initiates these announcements. For example, notices calling for volunteers should not be sent to the same organization every week; the P.R. group should help the Coordinator of Volunteers schedule these notices both as to time of release and as to recipients.

If a Polaroid camera can be kept at the Library to be used to photograph a volunteer at work, the eager child, the giver of gifts, the unusual visitor, or any of the number of interesting or delightful events which take place in a library each week, the resulting photographs can be sent to newspapers, can be used in library displays, etc.

It is suggested that the P.R. group have at least one Spanish-speaking member. It would be helpful, for

example, if a Spanish language radio station (to which a number of the local Spanish-speaking residents listen) could carry spot public service notices from time to time. Such notices might include announcements of film showings in Spanish, of the receipt of new Spanish books, of a need for Spanish-speaking volunteers, or of literacy classes, etc.

With the move to the Fishman building, the P.R. group will have at its disposal, and as part of its responsibility, display windows which can be used to good advantage for the Library and for the community at large. Possible uses range from the somewhat traditional "new books received" to children's hobby exhibits to current events (local recycling efforts, national issues, etc.) to art or photography exhibits. Thought should be given to having frequent displays of material of interest to the Black and Spanish-speaking residents of the area.

The P.R. group should keep careful files of all of its work, both for an historical record and as a form of protection. It is difficult to refute an accusation, for example, if there is no record of what was written or displayed. The Polaroid camera should be used to photograph each window and display; newspaper articles and press releases should be kept; copy sent to radio stations should be in the files, etc.

REFERENCE AIDE VOLUNTEERS

We suggest that a small group of volunteers, working singly or in pairs in the late afternoons and early evenings, be reference aides specially dedicated to help high school and other students use the source materials in the Library. It is specifically suggested that reference aides be "out on the floor" and not double in book circulation functions at the desk.

Reference aides tend to be self-selected, comfortable with library materials, independent, helpful, cheerful. A college education is useful as background for reference aide work, but is certainly not a necessary prerequisite.

SPANISH-SPEAKING VOLUNTEERS AND MATERIALS

With so many Spanish-speaking residents in the area, it is most important for a truly public Howland Circulating Library to have Spanish-speaking staff and volunteers. Ideally, the chairman of the Spanish-speaking volunteers should be a person with widely spread connections in the Spanish-speaking community or, at the very least, a person who is highly acceptable to that community.

This chairman could help greatly in recruiting other Spanish-speaking volunteers of all ages who could themselves be active in a number of ways of benefit to the Library, the Spanish-speaking community, and to the larger community of Beacon. It is suggested that this group of volunteers have some sort of a contest to select the name by which the group will be known: "Spanish-speaking volunteers" is not exactly a catchy phrase.

Until all users of the Library become a good deal more bilingual in Spanish and English, all library materials in Spanish should be color-coded with plastic tape (the color, perhaps, to be chosen by the volunteers) for ease in identification. Similarly, a band of the same color should appear on the identification badge of each Spanish-speaking volunteer or staff member. In time, the Spanish-speaking patrons will know that color means a book or pamphlet in Spanish or a person who speaks and understands Spanish.

The ways in which Spanish-speaking volunteers can be active are limitless. A few possibilities are given here.

1. Mothers Group meetings held at the Library in the mornings with child care (story hours? playpens?) for the small children while their mothers can look at sewing patterns in Spanish, watch a film, listen to Spanish records, listen to a speaker (from the State Department of Health?) on nutrition, etc.
2. Literacy classes in Spanish (see section on Special Projects).
3. Working with the bilingual program in the schools to alert both teachers and students about Spanish language programs at the Library, and working with the Library in terms of keeping the staff informed as to what is going on in the bilingual school program.
4. Language classes in English for the Spanish-speaking and in Spanish for the English-speaking (see section on Special Projects).
5. Working with the P.R. group (see section on Public Relations Group).
6. Providing special homework help in the use of the Library for those students who are in the process of improving their English, etc.
7. Helping the Spanish-speaking patron to find

information in Spanish.

8. Having resources about the city of Beacon available in Spanish for the newly-arrived Spanish-speaking resident.

(Note: A special packet of Spanish-language book titles and pamphlets, lists of where-to-buy and how-to-procure current materials in Spanish has been prepared by Warner-Eddison Associates for the Library Director; Mrs. Warner will deliver this packet in person.)

SPECIAL PROJECT VOLUNTEERS

Special projects undertaken by volunteers can widen the Library's and Beacon citizens' horizons, and are limited only by manpower and imagination, not necessarily by money.

All special projects, be they one-shot or long-term, come under the administration of the Coordinator of Volunteers. The following suggestions are designed to be "starters" only, and in no way limit the depth and breadth of special project volunteering at the Howland Circulating Library.

Special project volunteers should wear identification badges whenever functioning on behalf of the Library.

Suggestions:

Since, in the long run, projects are most successful if they evolve from a community need, we propose an occasional contest, or a suggestion box, or a form to fill in published in the local papers, to solicit ideas for special projects for volunteers. (Be sure any idea-solicitation is bilingual.)

Have outdoor movies or concerts in the summer (perhaps in conjunction with the summer high school program). Sell

refreshments to raise money for the Library. The music could come from records or a local rock group. Or the music could take the form of a folk song festival, representing the varied backgrounds of the area residents.

If proper volunteer leadership is available, have sight-reading sing fests, complete with orchestra, in the Library.

Paint checkerboards onto tables in the Library. Games in a Library are a wonderful idea, but pieces are easily lost. A painted checkerboard merely needs scraps of torn paper to serve as "men", and the players are in business.

Solicit jigsaw puzzles for circulation to patrons.

Solicit sewing patterns from patrons for borrowing by other patrons. Volunteers could file and organize the patterns, etc. Perhaps a fashion or home decorating show could be held which would demonstrate the results of using the patterns.

Birthday gifts. Other libraries with limited book budgets have solicited money to be used for the Library to buy a book in honor of a child's birthday. It is best to encourage the gift of money and not of the book, as 1) "the Library can get it cheaper" and 2) the Library will have more control over title choice. Having the child design his own bookplate is a nice touch.

Painting and other episodic maintenance work can be done by volunteers.

Flowers and growing things in general, inside and outside, can form the nucleus of a special volunteer project. We visualize everything from starting seeds indoors to landscaping outside.

The famous Fishtank can be the focus of volunteer involvement. Books, pictures, charts on display can accompany the project.

A navigational chart of Beacon's section of the Hudson can be donated, with the Library suitably marked.

Language classes can be held in the Library, not only to help Puerto Rican adults comprehend spoken English, but to teach spoken Spanish to the English-speaking.

Literacy classes* can, and probably should, be held in the Library. It is suggested that the first classes be aimed at teaching the Spanish-speaking to read Spanish. It is a great deal easier to learn to read in one's native language, whatever the language. Once the process of reading itself has been

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* An organization which has very helpful materials and methods for the teaching of reading in many languages, including Spanish and English, is Laubach Literacy, Inc., P.O. Box 131, Syracuse, N.Y. 13210.

learned, the same process can then be transferred to other languages which use the same symbols.

Booksales of duplicate and/or tattered or otherwise weeded books, perhaps in conjunction with the move to the Fishman building, can be held. (Special care, however, must be taken not to hurt the feelings of individuals - or their descendants - who have donated special collections no longer useful to the Library. These books must be disposed of more privately.)

Shut-in service. We understand that some volunteer work is already underway for shut-ins: a movie program for residents of a home for the elderly, and a box-of-books-a-week to the high rise apartment. More efforts along these lines can be organized.

Story hours. It doesn't take a trained librarian to read or tell a good story, and one doesn't have to be a small child to want to listen. Elderly people are good readers, and often avid listeners. High school students are often good story tellers for young children. (Have story hours in Spanish, too.)

Senior citizens' corner. Some public libraries have devised a quiet corner with comfortable chairs, extra-strong lighting, etc., specifically set aside for senior citizens,

and "protected" from the rowdy young. Large print books could be shelved in this area.

How do others do it? Ask alert volunteers and staff members to watch for ideas from other communities. For instance, a "how to" kit on forming an association of Library Friends is available for $2.50 from Lexie Nall, Friends of California Libraries, 287 Mapache Drive, Portola Valley, Calif. 94025.

Have a chalk-in, a sidewalk chalk art contest (shades of Mary Poppins!). Special "fat" chalk (1" x 4") is available from J.L. Hammett Co., 2393 Vaux Hall Road, Union, N.J. 07083 (tel: [201]686-6500). (See p. 101 of their 1974-1975 catalog.) Regular school chalk disintegrates on rough sidewalks.

Post other volunteer opportunities open to users of the Howland Circulating Library. We understand there are specific opportunities with the Highland Hospital Auxiliary, the Matteawan State Hospital, the Salvation Army, the Martin Luther King Center, the Day Care Center, the Castle Point Veterans' Hospital, the Fire Department, the Ambulance Service, Pop Warner League etc. We suggest each of these organizations be asked for materials suitable for bulletin board display. (If the Library indicates that volunteering is a "good" thing in general, volunteering at the Library will benefit.)

Sponsor an exhibit of local art; every community has amateur painters, photographers, sculptors.

Sponsor exhibits of locally-produced handicrafts. Perhaps demonstrations could be arranged in conjunction with the exhibit.

Metric measure. To help citizens visualize and conceptualize metric measurements vs. our current methods of indicating distance and volume and weight, signs can be put up in the Library indicating: the height of the ceiling, the length of a wall, (in feet, yards, meters, centimeters); the volume of the Fishtank (in gallons, guarts, grams, liters); the height of a child (in feet, inches, centimeters, millimeters), etc.

Bilingual signs. Pencil sharpener, restrooms, mystery stories, all manner of signs can be made in BOTH Spanish and English.

Sit-upons. Pillows to brighten the children's and young adult's section, and to soften floor-sitting, can be made at home or in the Library. Patches can be donated for quilted pillow; tie-dying, knitting, crocheting, can be displayed along with the finished pillows.

Help with tax forms. We suggest an evening meeting in Spanish regarding filling in the U.S. Short Form 1040 and the New York State tax forms.

Note: On Long Form 1040, when itemizing deductions on Schedule A, a volunteer [as of 11 March 1974, according to the Boston IRS office], can deduct only two items: 1) transportation costs to and from place where volunteer work is done and 2) reasonable out-of-pocket costs for unreimbursed meals and lodgings out-of-town (if attending a conference, for instance.) We suggest the Library's legal counsel carefully check these, and any local New York, tax details. As far as we can tell, babysitting costs (incurred so that an individual can volunteer her time to a non-profit agency) are not yet allowed deductions.

Typing. Until and unless the Director has a full-time typist/secretary she will have constant need for typing assistance. Most typing help will need to be given in the Library itself. We have suggested that no typing be done during processing team meetings, which points to the need for one additional volunteer catalog card typist.* (This person could work at home.)

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* If access is available to the appropriate Xerox models, use of master card templates can speed the process. See p. 56 of the current Gaylord catalog, for instance.

SUPPORT STAFF VOLUNTEERS

Support staff volunteers work to get Library materials to the public: theirs is a "people-oriented" job, as the work is in the Library, with the patrons. Support staff volunteers work in the Library in shifts, with (ideally) at least one or two volunteers "on duty" every moment the Library is open. They are there to:

- free the paid staff for administrative and professional tasks which only they can do;
- keep the Library open for additional hours;
- increase the cheerfulness and efficiency of the Library;
- create a positive image of the Library for one's friends and associates ("Marilyn is volunteering today, maybe I'll go down while she's there...");
- get the satisfaction of meeting fellow townspeople, of knowing what's going on;
- know that time given is valuable and that its donation is visibly appreciated;
- learn skills that, with further training, may eventually be marketable.

Support staff volunteers can, for instance,

- man the circulation desk;
- charge out books;
- receive returned books;

- "slip" returned books;
- reshelve books;
- check in newspapers, discard old ones;
- check new magazines in cardex;
- put latest magazines in plastic binders;
- keep general order in the periodical area;
- keep circulation desk tidy, with sharpened pencils, scratch paper, etc., in hand;
- empty waste baskets;
- handle circulation of records, pictures, films, etc.
- issue new library cards;
- help new patrons find their way about the Library;
- answer the inevitable "where is the pencil sharpener", "where is the bathroom" kind of question.

When things are "slow" in the Library, alert support staff volunteers can always find tasks that need doing, such as to:

- make out overdue slips;
- "read" the shelves, a small section at a time;
- work on the inevitable "snags" that pile up at any circulation desk -- cards without books, books without cards, copy number confusions, etc.;
- write in the Log Book (see below);
- weed out old and tattered periodicals.

It is recommended that (in addition to the Volunteer Day Book) a daily Log Book be kept at the circulation desk, so that each volunteer can keep a "diary" of what happened during his shift. This Log Book is a good communication

tool within a band of workers who may not see each other very often. Small notes such as: "can someone check the sports books at 796 - they're a mess!", "watch out for the back corner behind the Fishtank - it seems to be a favorite place for smoking and giggling", or "things were wild this afternoon and I didn't get a chance to...", or "lady in green coat very shy - be extra friendly when next she comes in..." The Log Book is also a way in which the Coordinator of Volunteers or the Director can communicate small messages about tasks that need doing, about upcoming events or deadlines ("Mayor visits Tuesday next - got to be cleaned up by noon at latest!"). The Director, the Trustee Chairman, etc., can write congratulatory and cheering-on messages in the Log Book, knowing that all support staff volunteers will read them.

The chairman of support staff volunteers must be in charge of the "master schedule", thereby sparing the Director "I-can't-come-in-today-Billy's-sick" calls. The minimum recommended time for a volunteer to work is at least one two-hour shift a week; many volunteers find they are more comfortable and effective working in pairs.

Usually a volunteer who cannot keep his shift due to an emergency or other problem will get his own substitute. Therefore each support staff volunteer should have a list of his counterparts, and should call the support staff chairman only as a last resort.

Because support staff volunteers do not necessarily overlap on the job and may not even know each other, it is suggested that their chairman gather the whole group at the Library at regular intervals (six weeks?). The purposes of these meetings are:

- to know and recognize each other;
- to exchange gripes;
- to make and receive suggestions;
- to eat (never underestimate the importance of refreshments!);
- to have the opportunity to hold a "formal review class" for existing volunteers;
- to provide an opportunity for new people to find out what it means to be a support staff volunteer;
- to train new volunteers;
- to provide "reward" opportunities.

It is suggested that:

- the chairman of support staff volunteers be "hand-trained" by the Director;
- the first formal meeting of support staff volunteers double as a training session for incoming volunteers and as a "brush-up" for those volunteers already working;
- new volunteers come to one of these meetings first, before trying to work in the Library without training (see section on attracting volunteers);
- at the end of each of these meetings (after the first) the new people stay for a quick training session with their chairman.

This semi-formal training will save time in the long run; it will mean that each new person does not have to broken in individually, can learn the mechanics of circulation and shelving and all the rest away from the pressures of patrons-in-a-hurry.

We have indicated elsewhere that each volunteer working in any capacity for the Library should have a Basic Fact Sheet. We understand that there exists a Procedures Manual at the circulation desk, and we applaud the idea of having only one Procedures Manual. (We do urge, however, that this become a "chained book"!) Unfortunately, duplicating manuals for each support staff volunteer does not work; it is expensive so to do, and, inevitably, take-home manuals are soon lost and even sooner out-of-date. Especially with the move to the Fishman building and with rapid growth of the volunteer program, the exact duties of the volunteer support staff will change frequently. The combination of a Procedures Manual, a Log Book, and frequent meetings seems most efficient.

As in every phase of work in and for the Howland Library, support staff volunteers should at all times wear identification badges.